

Q17. Name:

Sonia Wallman

Q19. Course:

BT12

Q1. A. Learner Objectives & Interaction

	Evident	Not Evident	Not Applicable
The course learning objectives are measurable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning objectives are stated clearly and written from the student's perspective.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning objectives are appropriately designed for the level of the course.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructions make clear who the instructor is and how to contact the instructor.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
The course timeline and schedule of assignments is clear.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2. Comments:

No contact information given for instructor.

Q12. B. Learner Support (adapted from Quality Measures Rubric Standards Fifth Edition, 2014)

	Evident	Not Evident	Not Applicable
Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help the student succeed in the course and how the student can access them.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Course instructions articulate or link to an explanation of how the institution's student services can help the student succeed and how the student can obtain them.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q13. Comments:

Q3. C. Instructional Design

	Evident	Not Evident	Not Applicable
The course organization and design is clear, coherent, and structured in an appropriate way.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4. Comments:

Q5. D. Instructional Materials

	Evident	Not Evident	Not Applicable
The instructional materials contribute to the achievement of the stated course objectives.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructional materials are current.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning activities promote the achievement of the stated learning objectives.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities provide opportunities for interaction that support active online learning.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
The course is designed into stages of introduction, development, and assessment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The videos, graphics and articles are appropriate for the level of learning and focus for the course.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The activities are engaging and support active engagement with the content and course objectives.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6. Comments:

Q7. E. Assessment & Measurement

	Evident	Not evident	Not Applicable
The types of assessments selected measure the stated learning objectives and are consistent with module activities and resources.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessment instruments selected are varied and appropriate to the student work being assessed.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q8. Comments:

The assessment is a bit weak, depending on written exams. There is a performance assessment mentioned for the last of three outcomes listed, but no details are given.

Q9. F. Industry-Based Application

	Evident	Not Evident	Not Applicable
Course materials, activities, and learning outcomes reflect direct application to the target occupation.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10. Is it clear that this course is foundational, intermediate, or advanced in preparing students for high-wage, high-skill employment?

- Yes
- No
- Unclear

Q14. Comments:

The materials and activities sometimes accurately reflect direct application to the biopharmaceutical manufacturing industry.

Q17. G. Do the openly licensed works appear to have the proper attributions?

Evident

Not Evident

Not Applicable

Q18. Comments:

Q25. H. Do the course materials include features that make them accessible as a learning resource for all students, including students with disabilities?

Evident

Not Evident

Not Applicable

Q26. Comments:

Q19. I. After reviewing the course in total, are there content topics that are missing or need to be improved?

Yes

No

Q20. Comments:

The two credit-bearing BT courses make a good introduction to the biomanufacturing industry with relevant hands-on activities and powerpoint lectures. More links to visual materials that are freely available on the internet are encouraged.

Q21. J. After reviewing the course in total, are there content variety (e.g. multimedia, project based learning, etc.) that are missing or need to be improved?

Yes

No

Q22. Comments:

The content consists of powerpoints and accompanying lab exercises; links to videos and animation available through NBC2, Bio-Link and BTEC in North Carolina should be added to the online course..

Q23. K. After reviewing the course in total, are there instructional design elements that are missing or need to be improved?

Yes

No

Q24. Comments:

Just use more available materials that can help explain the content.

Q11. Overall Review Comments:

Biochemistry portions of the curriculum are excellent. The flow of hands-on activities imitates process flow in the biomanufacturing industry.